



CAS 154 Problems of Substance Abuse and Addiction

Instructor: Wendy Woods

IMPORTANT: These course details are subject to change without notice. Students must refer to the course site for current assignment details, course policies, and additional information. Please refer to the online syllabus in your course site for additional policies and information concerning this class.

Welcome and Introduction

Welcome to CAS 154. This course was created to expose undergraduate students to the problems associated with drug/alcohol use and addiction. CAS 154 was developed with federal support from the Substance Abuse Mental Health Services Administration (SAMHSA). In 1993 addiction counselors, nurses, social workers, physicians, marriage and family therapists, and criminal justice professionals came together to create this course and additional courses. Currently, the Center for the Application of Substance Abuse Technologies (CASAT) sponsors this course and all the courses in the Addiction Counseling and Prevention Services Minor.

CAS 154 is the first class in the Addiction Counseling and Prevention Services Minor at the University of Nevada, Reno (UNR). The minor consists of six courses and a prevention and treatment internship. Courses include:

- CAS 154—Problems of Substance Abuse and Addiction
- CAS 254—Signs and Symptoms of Addiction
- CAS 255—Substance Abuse Prevention
- CAS 354—Screening and Client Engagement
- CAS 355—Individual and Group Addiction Treatment
- CAS 454—Assessment and Case Management

Students may earn the minor by taking all six classes (18 credits) or they may earn a minor by taking the six courses plus an internship (21 credits) or two internships (24 credits). Advisement regarding entering the minor in Addiction Counseling Services can be provided by other CASAT staff.

CAS 154 is what we call a generalist course in addiction counseling. This means the course provides an overview of the current state of addiction counseling and prevention services. It is designed for individuals who plan to work indirectly with individuals or families impacted by addiction (e.g., child welfare workers, police officers, nurses, teachers, etc.). Obviously, individuals who plan to deliver drug/alcohol prevention or treatment services need more training than just one course.

Professors in UNR's Criminal Justice Department feel so strongly about the importance of this course that they made CAS 154 a mandatory course for all criminal justice majors. Other academic departments accept the Minor in Addiction Counseling and Prevention Services as appropriate for their students. These departments include: Social Work, Psychology, Criminal Justice, Human Development and Family Studies, and Human Ecology. Other generalist courses in addiction sponsored by CASAT at UNR include SW 469 and CAS 754.

Nationally, UNR is one of the few universities to offer undergraduate courses in addiction counseling and prevention services. Some community colleges have associate programs in substance abuse counseling but upper division courses are not available. UNR/CASAT's minor in addiction counseling and prevention services has received national recognition and is considered a model academic program. In fact, the Nevada Board of Examiners for Alcohol and Drug Counselors grants an experience waiver to those individuals who have taken at least 18 credits in addiction counseling course work at an accredited college or university. Currently, Nevada Revised Statutes (NRS) require individuals seeking certification as an alcohol and drug counselor to have earned bachelor's degree in a social science from

an accredited university or college and to document 4000 hours of experience. Individuals who have taken 18 undergraduate credits in addiction counseling coursework can waive 2,500 of these hours. Students who complete UNR's minor in addiction counseling and Prevention Services and earn a degree in an acceptable field of study (e.g. social sciences) may be eligible for this experience waiver. Minors in addiction counseling services are available at UNR.

All courses in the minor are based on the Addiction Counseling Competencies. These competencies describe the knowledge, skills, and attitudes needed for the effective practice of addiction counseling. Each course is designed to meet the transdisciplinary foundations and/or practice dimensions related to these competencies. The Addiction Counseling Competencies appear in the Center for Substance Abuse Treatment's (CSAT's) [Technical Assistance Publication \(TAP\) # 21](#).

I look forward to teaching CAS 154 online and hope this educational experience encourages you to go on and take additional courses in the minor at the University of Nevada, Reno.

Meet the Instructor

About the Instructor

Wendy Woods, MA, CRC, Project Manager for the Mountain West Addiction Technology Transfer Center.

I received my master's degree in Rehabilitation Counseling from the University of Arizona in 1999. I am a nationally Certified Rehabilitation Counselor and also have a Bachelor's Degree in Journalism from Northern Arizona University.

I moved to Reno in 2002 from Tucson, Arizona where I was employed as a therapist at Sierra Tucson, a residential psychiatric hospital and treatment center for addictions. At Sierra Tucson I facilitated psycho-educational groups, group therapy, individual counseling, and couples counseling.

I also provided psychological evaluation and assessment to patients in hospital emergency departments for Sonora Behavioral Health Hospital in Tucson. My experience also includes facilitating groups associated with court-ordered Domestic Violence programs. Prior to this, I spent several years as a volunteer in community-based organizations located in Tucson and Flagstaff, Arizona.

Wendy wrote the following lectures: Families, History of Drug Abuse, AOD and STDs, Central Nervous System Stimulants, and Hallucinogens and Cannabinols.

Contact Information for Instructor: Wendy Woods MA, CRC; Center for the Application of Substance Abuse Technologies, (CASAT), University of Nevada, Reno, (UNR), Mail Stop 279, Reno Nevada, 89557.

About the Senior Author of the Textbook

Substance Abuse: Information for School Counselors, Social Workers, Therapists, and Counselors (4th Ed.) **Gary L. Fisher**, Ph.D.

I started my professional career as a school psychologist in 1974 in the Seattle area. After earning my Ph.D. in Educational Psychology in 1982 from the University of Washington, I accepted a faculty position at the University of Nevada, Reno in 1983. I was hired to coordinate the school psychology program in the Counseling and Educational Psychology Department. In 1985, the department wanted to develop a course in alcohol and other drugs for all the master's students in school counseling and marriage and family therapy. I was a big drinker and drug user so I thought it would be fun to teach this course and I volunteered. In the course of developing and teaching this course, I got in touch with my own addiction and began my own recovery process.

I started to write grants in the alcohol and other drug field and got further and further away from school psychology. In teaching the substance abuse counseling class, I also realized that there was no book that was designed for general mental health professionals in this field. So, I proposed the book to Allyn and Bacon. At about the same time (1993), I received the first Addiction Technology Transfer Center grant and that took me completely out of school psychology. I started the Center for the Application of Substance Abuse Technologies in 1997 and directed it until July of 2006.

I live in Las Vegas with my wife and have three adult children and one granddaughter.

In addition to the textbook, I have written four other books with Dr. Rhoda Cummings for learning disabled children and their parents. My most recent book, *Rethinking our war on drugs: Candid talk about controversial issues*, was published in October of 2006. I wrote the following lectures: Stages of Change, Relapse Prevention, Support Groups, Prevention, and AIDS/HIV.

Gary wrote the following lectures: Stages of Change, Relapse Prevention, Support Groups, and AIDS/HIV.

About the Authors of the Course

Nancy A. Roget, MS, Executive Director, CASAT; Principle Investigator Mountain West ATTC, NIDA Enters College Project, and WASTAR Grants

I received my master's degree in Rehabilitation Counseling in 1979 from San Diego State University. I began working in an outpatient drug and alcohol treatment program for adolescents, young adults, and their family members in Las Vegas, Nevada, after graduation. In 1980, I became the director of this program and earned certification as an alcohol and drug abuse counselor. In 1982, I moved to Reno where I took the job of Executive Director of Adolescent Care and Treatment (a large adolescent treatment program). Also, at that time, I began developing training curricula and conducting workshops for the Nevada State Bureau of Alcohol and Drug Abuse. In 1991, I became a licensed marriage and family therapist. After twelve years of directing the adolescent treatment program, I left to teach at Truckee Meadows Community College and the University of Nevada, Reno, with the Addiction Technology Transfer Center in 1994. I

developed and taught CEP 154/754 for both undergraduate and graduate students from 1994 through 2001. Presently, I am the Executive Director for CASAT and the Principle Investigator for the Mountain West ATTC, NIDA Enters College Project, and the Women's Alliance for Strengthening Treatment Access and Retention Grants.

I live in Reno with my husband and our eighteen-year-old son. I also have a stepdaughter/son-in-law and a granddaughter.

Nancy wrote the following lectures: Prevalence Data and Current Drug Trends, Physiology of Substance Use, Models of Addiction, Assessment and Diagnosis, Confidentiality, Urine Testing, Ethics, and Treatment.

Michele Solomon, MA, LADC, former Co-Project Director for the Women's Alliance for Strengthening Treatment Access and Retention, former Project Manager for the Nevada Practice Improvement Collaborative and consultant to the Mountain West ATTC

Michele received her master's from the University of Nevada, Reno, in 1999 in Counseling and Educational Psychology with a special emphasis in Addictions. She is a State of Nevada Licensed Alcohol and Drug Abuse Counselor and Clinical Supervisor.

Michele is the former Project Manager for the Nevada Practice Improvement Collaborative, a CSAT funded project, bridging the gap between research and clinical practice related to the field of substance abuse. Additionally, she works as a consultant with the Mountain West ATTC and the New England ATTC as an on-line instructor for continuing education courses.

Michele has twelve years of clinical experience working with the field of Substance Abuse Treatment, either in direct services, management, or research. Prior to working at the University, she was Executive Director of Center for Behavioral Health Nevada, Inc., which included three private Opioid Maintenance Treatment Programs in the state of Nevada and twenty OMT programs across the US. Michele sits on the National Advisory Counsel Accreditation Subcommittee for the CARF Opioid Accreditation Project sponsored by CSAT/SAMHSA. Additionally, she is a National CARF Accreditation Consultant working through Johnson, Bassin & Shaw.

Michele wrote the lecture on *Central Nervous System Depressants*.

Course Description

This course provides an introduction to the problems associated with alcohol and other drugs use in our society. **Topics include:** identification of substances, causal factors of abuse of alcohol and other drugs, assessment and diagnosis, effects of substance abuse with special populations, as well as approaches/techniques recognize as effective in treating alcohol and other drugs use.

Course Objectives

Upon completion of this course, students will be able to

- understand the historical perspective of the use of alcohol and other drugs, current drug trends, and major theories of addiction;
 - demonstrate knowledge of the major drug classifications and the effects of psychoactive substance upon the brain and body;
 - identify treatment, prevention, and intervention strategies and services;
 - understand the unique issues regarding addiction and the needs of special populations affected by addiction;
 - describe and define the characteristics of effective relapse prevention programming and support groups; and
 - demonstrate knowledge in the regulations and laws that govern addiction counseling.
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Philosophy

The abuse of alcohol and other drugs generates costly and devastating results. Many problems facing our society, including poverty, homelessness, crime, child abuse, violence, and AIDS/HIV disease, may directly or indirectly be related to the use of alcohol and other drugs. Students preparing for careers in the human service field need to possess a solid foundation of addiction-related information.

Required Materials

Textbooks

Fisher, Gary and Thomas Harrison, *Substance Abuse: Information for School Counselors, Social Workers, Therapists and Counselors*, Fifth Edition, 2012; Prentice Hall; ISBN: 9780132613248.

Students are expected to buy the textbook by Fisher and Harrison. Please follow the instructions on the website for the weekly readings, which coincide with the Online Assignment Questions, the Discussion Questions, and the material for the three exams.

Description

Weaving actual clinical examples with solid research, *Substance Abuse* continues to provide counseling, psychology, social work, and other students with a detailed overview of the alcohol and other drug (AOD) field. Now in its third edition, this text provides updated coverage and practical clinical examples to reflect the rapid changes in the field of addiction. In a reader-friendly style, the authors present balanced coverage of various treatment models as well as objective discussions dealing with the controversies in this field. The text

covers topics spanning the entire field—pharmacology, assessment and diagnosis, treatment, recovery, prevention, children, families, and other addictions—providing students with a broad view of the AOD field as well as the pervasiveness of the problem in all areas of behavioral health and general fields.

Exam Materials

ProctorU Required Materials

You will be required to complete at least one proctored exam in this course. For more information on taking your proctored exam, please see the [Examinations](#) page of the syllabus.

Students may choose to take their proctored exams through [ProctorU](#), an external service that allows students to complete their required supervised exams online from any location. Exams taken through ProctorU require specific hardware, which is the responsibility of the student to provide.

In order to test through ProctorU, you will need:

- A reliable computer running Windows XP (or higher) or Mac OS X (or higher).
- A webcam with 640×480 video pixel resolution or higher. Webcams built into laptops or computer monitors are usually sufficient.
- Headphones or working speakers connected to the computer.
- A working microphone connected to the computer. A webcam with a built-in microphone is recommended.
- A web browser with [Adobe Flash Player](#) installed. Flash Player 10 is recommended.
- A reliable, high-speed Internet connection (minimum 768 Kbps download speed / 384 Kbps upload speed).
- The authority to allow remote access—video and screen-sharing connections—to the computer by one of ProctorU's proctors. (The proctor will walk you through this authorization process.)

In addition to the above technical requirements, you will need a handheld mirror during your testing appointment. If your camera is built into your computer monitor, ProctorU will ask you to hold up a mirror so your proctor can see the edges of your screen.

Online Learning

Who Is Online Learning?

Online Learning's main mission is to provide students the opportunity to take quality courses via individualized methods of learning that are not bound by time or place. Our team develops and maintains online courses and provides the essential support students need during their online learning experience.

Our editors and designers assist faculty in the design and development of online classes. After the classes are live and running, our office is whom you contact if you need help. While questions related to course content—such as assignments and readings—should be directed to your instructor, we are here to assist with everything else. Questions about proctored testing, checking out loan items, or problems with your course site? Those are questions for our team.

How to Contact Us

Mailing Address:

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Extended Studies
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Building Hours: 7:00 a.m.–5:00 p.m., Monday–Friday

Office Hours: 7:00 a.m.–6:00 p.m., Monday–Friday (Please note that from 5:00–7:00 p.m., customer service is available by phone only.)

This Semester at a Glance

This is a suggested outline only. The instructor may change the topics or schedule as needed.

Week	Learning Module	Assignment
Week 1: January 27–February 2	Prevalence Data and Current Drug Trends; Conclusion	Discussion Online Assignment Scavenger Hunt Abstinence Paper Topic
Week 2: February 3–9	History of Substance Abuse; Summary	Discussion Online Assignment
Week 3: February 10–16	Physiology of Drug Use; Conclusion	Discussion Online Assignment

Week 4: February 17–23	Central Nervous System Depressants	Discussion Online Assignment
Week 5: February 24–March 2	Central Nervous System Stimulants; Hallucinogens & Cannabis	Discussion Online Assignment
Week 6: March 3–9	Models of Addiction	Discussion Online Assignment
Week 7: March 10–16	Prevention	Discussion Online Assignment Progress Test I (covers week 1–6)
<i>Spring Break: March 17–23</i>		
Week 8: March 24–30	Assessment and Diagnosis; Stages of Change	Discussion Online Assignment
Week 9: March 31–April 6	Treatment	Discussion Online Assignment
Week 10: April 7–13	Relapse Prevention	Discussion Online Assignment
	Support Groups (Study Guide for Abstinence Paper provided)	Discussion Online Assignment
Week 11: April 14–20	AIDS/HIV and Harm Reduction; AOD and STDs	Discussion Online Assignment Progress Test II (covers weeks 7–10)
Week 12: April 21–27	ACOA and Families	Discussion Online Assignment Abstinence Paper Due <i>Schedule Final Exam</i>
Week 13: April 28–May 4	Confidentiality; Ethics; Urine Testing	Discussion Online Assignment
Proctored Final Exam (covers weeks 11–13): May 5–9		

Assignments

Course Requirements

Course requirements are also described in other parts of the Syllabus and Weekly Learning Modules sections but a more in-depth description appears here. If you still are unclear about course requirements, please email the instructor with your questions or post your question(s) on the course discussion board. Extra credit is not available in this course.

Class Participation—Discussion Board Questions

All students are expected to participate in class by posting on the discussion board responses to lecture questions. Students are also required to post a response to a peer's discussion board posting each week. Discussion board questions for each lecture appear under the weekly "Assignments" link in the Weekly Learning Modules section. Responses to the bulletin board questions should be completed weekly. **Discussion board postings need to occur by the end of each week, by Sunday by 11:59 pm Pacific Time (PT).** In order to earn points, all discussion board assignments must be completed on time. Late assignments will not be accepted without submission of a documented and verifiable medical excuse to Online Learning and the instructor. Students earn points for their participation in responding to discussion board questions (2/3 of the points available per discussion board question and 1/3 of the points available for posting a response to a peer's discussion board posting). When posting a response, please write enough to answer the question(s). Usually the discussion board question provides some guidelines to the length of the response. The discussion board responses take the place of class discussions and in-class question-and-answer periods.

Online Assignment Questions

Each week, you will have an assignment to complete. The assignment will be one or two questions that require a written response. These questions are related to the lecture and websites highlighted in the lectures. The Online Assignments Questions for each lecture appear under the weekly "Assignments" link in the Weekly Learning Modules section.

Assignments are to be sent to the instructor through the Assignments tool.

Responses to Online Assignment Questions are due Sunday by 11:59 pm Pacific Time (PT). In order to earn points, all assignments must be on time. Late assignments will not be accepted without submission of a documented and verifiable medical excuse to Online Learning and the instructor. Your assignments will be returned to you within ten days.

Your answers should pertain to material you read and be based upon your own opinions on the subject matter. So, it is critical that you read the class lecture and other material to prepare yourself to properly answer the question or questions for that week. The intent of this assignment is to encourage students to think about the material presented and examine their own feelings and reactions as it relates to course material. This assignment also takes the place of class discussions. Answers to the questions must be your own. Please do not confer with other students about your answers. If you have any questions concerning your assignments, please email me directly.

Abstinence Experience Paper and Winter Count/Journal

As part of the course requirements, you will be asked to give up a substance, behavior, or habit for nine weeks. The substance, behavior, or habit you should choose to give up is the one you immediately rejected when I began to describe the conditions of this experience. For example, let's say you have been contemplating quitting smoking cigarettes. When I mention the abstinence experience, you say to yourself, "This could be my chance to quit smoking." Then you say, "I can't quit smoking now; my life is too stressful. I am taking 14 credits and working full-time. Maybe I should cut down on drinking soda." I suggest you stay with this first choice even if it seems too hard or impossible. In the end, the choice is

yours. Please don't ask my permission to give up certain substances; the choice is personal and it is yours.

We have used this course assignment since 1986. The intent of the abstinence experience is to help students understand how hard it is to give up a substance or a behavior. This experience helps to create empathy for individuals who are trying to abstain from drugs, alcohol, or tobacco. Dr. Gary Fisher, former Executive Director of CASAT, created this course assignment for graduate students taking his substance abuse counseling course (graduate students have to participate in the abstinence experience for sixteen weeks).

Over the years, students have given-up many different substances, behaviors, and habits. Examples of things students have given-up are:

- Caffeine
- Tobacco
- Alcohol
- Soda
- Chocolate
- Coffee
- Candy
- Gum
- Doughnuts
- Fast food
- Nail biting
- Swearing
- Television
- Illicit drugs
- Gambling

Once again, I suggest you give up a substance, behavior, or habit that has some meaning for you and is a challenge. Several students have claimed that they have nothing to give-up because they have already given-up everything. I find that hard to believe. Family members, spouses, lovers, boyfriends, girlfriends, parents, or children usually have a list of behaviors that they think we can change so if you get stuck on what to give up for the abstinence experience just check with them.

I expect individuals who are in recovery and taking this course to participate by choosing a new substance to give up or a new behavior to change. While many recovering people know how hard it is to give something up, reminders like this experience are always effective.

Remember it is always easier to give something up (stop doing something) than to start doing something. For example, it makes things clearer for the abstinence experience if you give up sweets rather than beginning a daily exercise program.

Some students have thought about fabricating their entire abstinence experience. Is this possible? Yes, but usually these fabricated experiences are easy to detect. Have I been fooled by students who have fabricated their abstinence experience papers? Probably, but then you have to ask yourself about the integrity of someone who lies in a paper that is designed to increase self-awareness and empathy.

Since 1986, students have rated the abstinence experience as one of the highlights of the course. So choose the substance, behavior, or habit that will teach you the most about

yourself. At the beginning of the experience, some students have commented that this experience is different from what individuals with substance use disorders must go through. I disagree. Many people with substance use disorders are ordered to give up their “drug” and experience consequences for not following through. With the abstinence experience, I am requiring that you give up a substance and plan to reward you with a good grade or provide consequences (low grade) for non-performance. Once again, the point of the experience is to learn about how hard it is to give something up.

Do not give up any prescription drugs or any behaviors that have been recommended by physicians, nurse practitioners, or therapists. For example, it would be disastrous for someone who is insulin-dependent to give up insulin as part of their abstinence experience.

Please follow the directions for the paper as listed in this section. Students tend to lose points for not answering questions fully. Points are not deducted if students relapse. I want you write about what you experienced (both the successes and set-backs). An Abstinence Experience Paper Study Guide is provided [here](#) and available for viewing from the learning modules section. This study guide provides directions and potential questions to answer in each section.

To begin the abstinence experience, choose a substance, behavior, or habit to give up. Submit your choice for the abstinence experience through the week three assignment tool. **You must begin the abstinence experience by Week 3.** This experience lasts nine weeks. Do not stop the experience if you relapse. It is expected that you will keep trying to abstain from your chosen substance or behavior throughout the nine-week period. **The abstinence experience paper is due by 11:59 pm Pacific Time Sunday of Week 12.**

Winter Count/Journal

Objectives: Everyone's abstinence experience is important and unique. In addition to your five page paper due at the end of the nine week experience, you will also be required to keep a weekly “journal” reflecting your abstinence as a journey depicted through symbols. To better understand the use of oral tradition (as discussed in the week two lecture on History of Substance Abuse) through symbols and art to depict an event or story, you will participate in an activity known as the Winter Count, a personal timeline about yourself using only drawn images. These images will denote the significant events within your Abstinence Experience for this course.

Specifically address the following issues:

Your Winter Count project will be part of your “journal” for your Abstinence Experience including a written summary to discuss your experience/emotions of incorporating a pictorial record of your abstinence history during this project. You will make entries into the Winter Count “journal” for each of the nine weeks of the experience. Keep in mind that your “history” needs to link back to the topics that are discussed in this course. Tie in what you have learned and why it is important. You will discuss how you felt during this period of your life in your summary, but your pictures should represent important events in that journey, perhaps the “theme” of that day or week. The pictures do not need to be important events, as even small things can remind us of an entire day.

Activity First Steps: Review the origins, history and purpose of **Winter Counts** and other methods of recording history by oral tradition within Alaskan Native/Native American Populations. Here is an [example](#).

Next, create your own story on a large piece of paper. The story should begin in the center (representing the beginning of the journey). Each picture will be drawn next the last one, and follow a circular pattern; or you can choose to draw your pictures on horizontal lines from left to right in order of event. You will create “meaningful” symbols that represent each EVENT, for example if a group of friends invited you to an event where you were unable to abstain from your behavior, you might draw a picture of something that either represent the group of friends or the event itself. Remember to decide if you will have 1 symbol for each day during the journaling time, which may indicate your progress, or just 9 symbols, 1 per week. When you are finished recording, you should be able to look at the overall picture and tell the “story” of your project without notes. So if you were going to do a symbol every day, you would be able to discuss how the week went by telling about the individual days. Perhaps you would rather discuss the history of the week as successful. Remember the idea is to create a personal history that could be remembered without notes.

After you completed the project, give a written description of each image you created and what it means throughout the Winter Count. Do this in chronological order, listing the date and week (e.g. Monday, week 1). When you are finished, scan, copy or photograph your Winter Count and include it in the paper that you will submit for grading.

On Sunday of Week 12, a paper that documents this experience must be submitted by 11:59 pm via the Assignments tool as an attachment. Save your document as “rich text format” or “rtf” to insure that it can be opened with any word processing program. The following must be included in this paper:

1. The substance or habit chosen for the experience and why it was significant for the student.
2. Address all of the following areas:
 - a. Triggering
 - b. Cravings
 - c. Withdrawal
 - d. “Using Dreams” or daydreams about using
 - e. Any replacements or replacement behaviors
3. Plan a relapse and write about this experience. This does not mean you have to go through with the relapse but plan it out on paper. You may find that you relapse unexpectedly or you relapse according to your “planned relapse.” Experiencing an unplanned or planned relapse does not constitute failure in this assignment nor does it mean your abstinence experience is over. Begin again with being abstinent from your chosen substance or behavior until the end of the nine-week period.
4. Share with a friend or family member or spouse what your abstinence experience was and write about their reaction and yours to them.
5. Summarize the abstinence experience: things learned feelings, reactions, and applications to you as a professional in your chosen field.

The Abstinence Experience Paper should be five pages long. The paper must be typed and double-spaced. **Again, the paper must be submitted by 11:59 pm on Sunday of Week 12.** Each question in the study guide is worth 20 points for a total of 100 points. Late papers will be docked 10 points a day. Your paper must answer all five questions within the page limits or you will lose points—each question should be addressed in no less than one

page. In addition to the five pages, give a written description of each image you created in your Winter Count/Journal and what it meant to you throughout the experience. Do this in chronological order, listing the date and week (e.g. Monday, week 1). When you are finished, scan, copy or photograph your Winter Count/Journal and include it along with your written descriptions in the paper that you will submit for grading.

Assignment Submissions

It is each student's personal responsibility to be sure all assignments are submitted by the due dates indicated. Technical issues are not considered valid excuses for handing in late work. WebCampus can be accessed from any computer with Internet access. If you experience technical problems on your home PC, you have the option of using a colleague's or family member's computer, a public library, Internet café, etc.

It is also your responsibility to be certain assignments are submitted properly and received by your instructor. Late assignments will not be accepted for point consideration. A documented and verifiable medical excuse must be provided to Online Learning and the instructor to make up missed assignments or tests.

Examinations

Progress Test I (unproctored): week 7, covering material from weeks 1–6

Progress Test II (unproctored): week 11, covering material from weeks 7–10

Final Exam (proctored): following the final week of class, covering material from weeks 11–13

Value: 100 points each (300 total)

There will be three two-hour exams in this course: two of them will be unsupervised assessments taken during the semester to test your progress in the course, and one of them will be a proctored exam taken at the end of the semester.

The final exam is proctored, and you will not be able to use your texts or notes during testing; see the below "Requirements" for details about testing and how to schedule your exam appointment.

Study guides for each exam will be available on WebCampus in the weekly learning modules.

Requirements

Rigorous testing policies and procedures are required of an accredited university; therefore, exams must always be administered in a proctored/supervised, educational setting. Students are required to complete all proctored exams.

Refer to the weekly learning modules for scheduled exam dates. Early/late exams are not permitted. Failure to take your exam within the specified date range will result in a zero for the exam and/or failure of the course.

For a breakdown of the testing process, including your options and how to prepare for your testing appointment, review this [flowchart](#).

For detailed information on testing, please click the appropriate link below:

- [Students Testing in the Reno/Sparks Area](#)
 - [Students Testing Outside of the Reno/Sparks Area](#)
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Internet Communication

The topics presented for discussion in this course are intended to inspire critical thought and the sharing of insights, knowledge, and experience. The discussion board tool is an important part of the course and provides a forum of communication where everyone has the opportunity to participate. Some of the topics presented in this course inevitably inspire heated discussion as individuals present their stance and support their positions on the issues. When providing a response describing your position, there is no “right” or “wrong”; it is your opinion and you are entitled to it. Perhaps in reading other’s postings, some may gain further insight or awareness that may or may not influence your opinions.

Another issue that tends to occur in discussions associated with alcohol and other drug (AOD) use is the use of slang terms to describe those who use, abuse, or are dependent on AOD. As a reminder, I would like to encourage the class participants to use appropriate terms when making reference to individuals with AOD problems and issues. If you are in doubt about what is appropriate or suitable, a good rule of thumb to follow is to acknowledge that people are people first and then use words that describe their use, abuse, dependence or addiction to a substance is a problem or issue that they have in their life e.g., a woman with an alcohol dependence disorder or a man with a heroin addiction.

Communicating by computer is not the same as talking on the telephone or a personal conversation and I encourage all to please pay attention to the following guidelines when corresponding with others through the discussion board or email.

We are all learning. We will all make mistakes at one time or another. If you are certain someone is wrong and you feel a great emotional need to send out a correction, please take a few minutes before you respond. Then try to be sure that you have not misinterpreted the message. Give the person the benefit of the doubt. Choose your words carefully and be as kind as possible.

In this virtual classroom, all that people will know about you is what they see on their screen. Present yourself at your best. Pay attention to grammar, spelling, and clarity of your writing. Try to keep the reader in mind. What does this person need to know? Reread your messages before you send them. If you don’t like the presentation, rewrite.

Even though you are using an impersonal tool, you are communicating with a real person. Treat the people you meet on the net with the same consideration and respect that you should use for any human being. While a virtual classroom is not a real, physical classroom, it is made up of real people with real feelings and the things that you do here can have real consequences.

Grade Scale

Students can earn 875 points. Grades will be based upon the following points.

A 823 to 875 points (94–100%)	C 648 to 673 points (74–76%)
A- 788 to 822 points (90–93%)	C- 613 to 647 points (70–73%)
B+ 761 to 787 points (87–89%)	D+ 586 to 612 points (67–69%)
B 735 to 760 points (84–86%)	D 560 to 585 points (64–66%)
B- 700 to 734 points (80–83%)	D- 525 to 559 points (60–63%)
C+ 674 to 699 points (77–79%)	F 524 points and below (0–59%)

The point distribution for this course is:

Discussions (fourteen worth 10–25 points each)	185
Online Assignments (fourteen worth 10–30 points each)	290
Abstinence Paper	100
Exams (three worth 100 points each)	300
Total possible points	875

Please note: Students are required to complete all proctored exams. Students cannot pass the class without passing all proctored exams.

Online Learning Policies

- [State Authorization for Distance Education](#)
- [Technical Requirements](#)
- [Examinations](#)
- [Academic Honesty](#)
- [Equal Access](#)
- [Civility and Class Conduct](#)
- [Netiquette](#)
- [Course Changes](#)
- [Loan Policy](#)
- [Outside Resources](#)